

Inclusion Policy: Balliol Primary School

May 2025



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School Name:

Balliol Primary School

Headteacher:

Louise Youngman

SENDCo:

Jo Smedley

SEND Governor:

Rachel Dell

Chair of Governors:

Roger Stokes

Inclusion Policy

School: Balliol Primary School

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Introduction:

At Balliol Primary School we welcome and value all children and aim to deliver a fully accessible social and academic curriculum. We celebrate our rich and diverse school community. We continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

Relationship to Other Policies:

This policy relates to:

- Safeguarding Policy
- Child Protection Policy
- Behaviour Management Policy
- SEND Policy
- Disability and Accessibility Policy
- Admissions
- Equality and Diversity
- Anti-Bullying Policy
- Accessibility Plan
- All areas of the curriculum

Aim:

Our school aims to be an inclusive school. This means equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an Additional Language
- children with special educational needs
- children with a physical disability
- gifted and talented children
- any children who are at risk of disaffection or exclusion
- travellers
- asylum seekers
- date of birth

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and Guidance:

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

[SEN and disability duties: guidance for school governing boards](#)

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The National Curriculum, Primary Framework and other national initiatives are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming the potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals and groups of children. (use of after school sports clubs and activities, these range from sewing club, chess club, choir and a range of sports clubs)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their potential?
- Are there differences in the achievements of different groups of children?
- What are we doing for those children that are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and Learning Styles:

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning, teachers take into account the abilities and learning styles of all of their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by following a Personalised Learning Plan (PLP) or a Speech and Language Plan (SAL) (See SEN Policy). Where support is needed to develop social, emotional skills a Pastoral Support Plan (PSP) is implemented.

When the attainment of a child significantly exceeds the expected level of attainment the teacher provides learning opportunities that enable the child to achieve at their level.

Teachers are familiar with the relevant equality and diversity legislation covering race, gender and disability through Balliol Primary School's Equality and Diversity Policy.

Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for the actions they take
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in groups that allow all children to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disability or medical needs

Children with Disabilities:

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use;

- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn
- Uses assessment techniques that reflect their individual needs and abilities.

Disapplication and Modification:

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child, for example Speech and Language Therapists, Educational Psychologists in school.

In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA). The school's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary
- Modification or disapplication of the National Curriculum, or elements of it.

Inclusion and Equality:

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of characteristics or social background. Further details are to be found in the school's Equality and Diversity Policy.

Summary:

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Roles and Responsibilities:

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors

The Senior Leadership Team and SENDCO Will:

- To support the Head Teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.

All staff are expected to:

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that they are aware of their responsibility to record, report and respond appropriately to prejudice related incidents. Plan and deliver lessons that reflect the principles in this policy and keep up to date with equalities legislation relevant to their work. Attend training as required.

Parents and Carers are expected to:

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils are expected to:

- Demonstrate British values towards others within their school community and local community. Follow the school rules to ensure that all pupils can access the curriculum and feel safe in our school. Welcome pupils and adults new to the school and show helpfulness and kindness.

Pupil Involvement:

Pupils via the school council are involved with the decision making in school and the decision that affect them. The school council is represented by two members of each of the year groups with the older year groups supporting the younger ones to feed back to their class and peers and decisions that are being put forward and being made.

Current Areas for Development:

Disabled access has been addressed in the school's Equality Objectives Statement with further improvements under constant review.

Arrangements for Monitoring and Evaluation:

To ensure this policy is effective, it will be regularly monitored and evaluated. Following an annual review, any amendments will be made to the policy and everyone informed.

Reviewing the Policy

Date Completed: May 2025

Review Date: May 2026